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| **Onsite: Lesson Plan 7** | |
| **Lesson Title:** Gathering Experts’ Perspectives Virtually | **Timeframe:** Day 7 |
| **Lesson Components** | |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?  **Targeted Lesson Essential Question(s):** What are the barriers to education equity and possible solutions according to Indian, Pakistani and American experts? | |
| **Lesson Content Understandings:** *Students will understand that* there are various perspectives and opinions about education equity among experts and recognize that language and culture shape those perspectives. | |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPods; Laptop Computers; LCD Projector | |

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| **Goals/Objectives**  ***Students will be able to:*** | **Learning Activities/Instructional Strategies**  **Lesson Sequence**  ***Students will:*** | **Formative Assessments/**  ***Evidence of***  ***Student Learning (EOL)*** |
| **Linguistic**   * Interpret oral and written   information presented by experts  on education equity issues.   * Ask informational and clarifying   questions.   * Summarize the information   presented on the Venn-  Diagram.   * Express and support opinions on   written information posted on  literacy text chats.  **Culture**   * Compare and contrast the relationship between education equity issues and the varying perspectives presented by the Indian/ Pakistani/American experts. * Discuss and analyze their own and others’ perspectives related to education products and practices that impact education equity.   **Global**   * Determine how language and culture inform and shape perspectives and understandings using information and insights gathered on education equity. * Use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about the global issue of education equity. * Use a variety of international sources, media, and experiences in Hindi and Urdu to identify and weigh relevant evidence related to the global issue of education equity. * Select and use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to the global issue of education equity. | **Preparing for Cross-Cultural Interactions**  (8:45 – 9:30)   1. Share and discuss questions created for experts and select the questions to be used during the Skype session.   **Skype/Videoconferencing Session**  (9:30 – 11:30 )   1. Listen to the information presented by Indian/ Pakistani /experts and take notes.   -Session 1 - Indian experts present to  heritage students (9:30 – 10:30)  American experts present to Indian students (concurrent session).  -Session 2: Pakistani experts present to  heritage students (10:30 – 11:30)  American experts present to Pakistani students (concurrent session).  Note: *Time is built into each session for*  *questions/ comments.*  **Debriefing/Reflection/New Learning**  **(11:30** – **12:15)**   1. Exchange information in groups gained from Skype sessions with Indian/Pakistani experts. 2. Compare and contrast information from experts using a Venn-Diagram. | **Preparing for Cross-Cultural Interactions**   1. Teacher observation/ feedback   [**Skype Questions: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson7-Questions%20for%20Skype%20experts%20-%20EOL.docx)  [**Skype Questions: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%207%20Questions%20for%20Skype%20Expert%20EOL.JPG)**-**  *Interpersonal/Presentational*  **Skype/Videoconferencing Session**   1. Teacher observation/recordings of Skype sessions   [**Presentation Notes: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson7-Presentation%20notes%20of%20Skype%20experts%20-%20EOL.docx)  [**Presentation Notes: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson7-Presentation%20notes%20of%20Skype%20experts%20-%20EOL.docx)**-**  *Interpretive*  **Debriefing/Reflection/New Learning**   1. Teacher observation/ facilitation **–** *Interpersonal* 2. [**Venn-Diagram: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/photo%201.JPG)   [**Venn-Diagram: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%207%20Venn%20diagram%20Urdu%20.JPG) **-***Interpretive, Interpersonal* |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  (1:00 – 2:45)   1. Participate in a[**Literacy Text Chat\***](https://sites.google.com/a/kean.edu/startalk/A%20Literacy%20Chat%20definition.docx) in groups using *Google docs*.  * Individual students write their responses to the questions below and then as a group, decide which comments should be posted on *Google docs* that represent the group’s perspectives. * Each group’s responses will be color coded. Comments and responses posted during the literacy chat will be used to complete the final project task.   Literacy Chat Questions   * What perspectives did the Indian expert share in relation to poverty, gender equity, geography and government/politics that relate to current education products and practices in India? * What perspectives did Pakistani expert share in relation to poverty, gender equity, geography and government/politics that relate to current education products and practices in Pakistan? * How are their perspectives similar or different?   Note: *Native students respond to literacy chats’ postings on Indian/Pakistani experts and compare with information provided by American experts. Comments and responses posted during the literacy chat related to information provided by experts will be used to complete the final project task.*   1. Prepare a second draft of Wikipedia article working with their partner about NGOs that includes Web-based and other resources, as well as information provided by expert speakers during the Skype session.   **Extended Learning**  (2:45 – 3:00)   1. Finalize the Wikipedia article by following the[**Task Rubric.**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Presentational%20Written%20Rubric%20-Wikipedia.docx) 2. Create five questions based on experts’ bios/backgrounds and their assigned in- depth topics for day 8. 3. Complete an entry in a reflective blog on today’s learning.   Note: *Native students will continue working on the second draft of their Wikipedia article. They will also create five questions for American experts on day 8.* | **Collaboration/Transfer of Learning**  1. [**Literacy Text Chat: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/hindichat.pdf)  [**Literacy Text Chat: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%207%20Literacy%20Chat%20-%20EOL.docx)  *Interpretive, Interpersonal* |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBWorks | | |